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ABSTRACT

As telecommunications advance at a rapid pace, rural public school systems must take advantage of new teaching methodologies and tools such as distance learning, experiential education, and computer networking. This publication provides access to the current literature on innovative educational strategies to increase learning success with minorities, youth-at-risk, gifted, emotionally and physically handicapped, as well as rural students. It lists 141 annotated entries in the areas of general resources; curriculum design, teaching methods, and teacher training; distance education; funding for rural education; partnerships in schools; special needs (multiculturalism, high-risk students, special education); and technology. Addresses and other contact information are given for 30 journals and 47 organizations at the federal, national, and regional levels interested in rural education and educational equality. (SAS)

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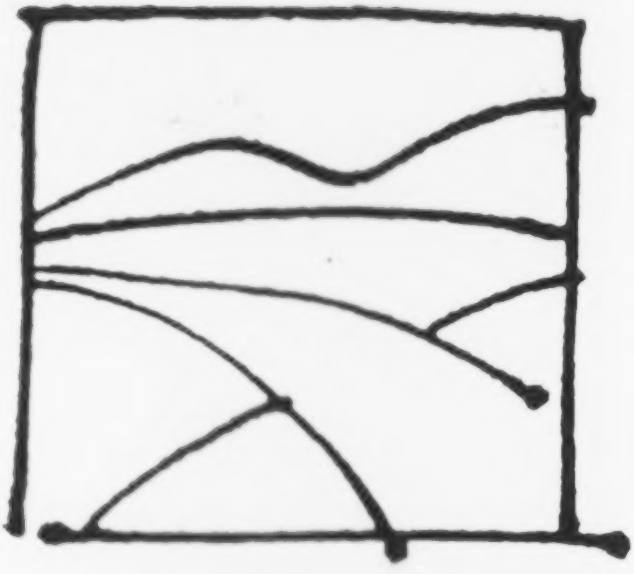

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RICPS, No. 54

Innovative Approaches in Rural Education

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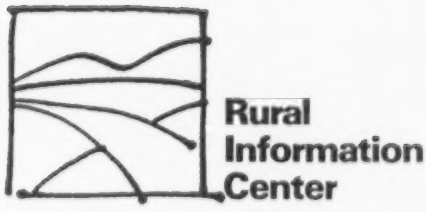
Rural Information Center Publications Series, No. 54
Revised Edition



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This publication contains material that is considered accurate, readable and available. The opinions expressed in this publication do not necessarily reflect the views of the United States Department of Agriculture. Inclusion of publications and software databases in this publication does not imply product endorsement.

INTRODUCTION

Rural areas of the United States are uniquely characterized yet each one is affected in some measure by our country's continued economic and demographic restructuring. As telecommunications advance at a rapid pace, our rural public school systems must take advantage of new and exciting teaching methodologies and tools which are used as supplements to teacher supply, fostering motivation, and curriculum development. Several of these current techniques include distance learning, experiential education, and computer networking. These "links" with outside resources hold the key to a student's academic success and future livelihood.

Rural areas must be kept well informed as technological innovations continue to grow. It is the intent of this publication to provide access to the current literature discussing innovations in teaching methods so that teachers and parents can increase student success. This resource was designed to reach those who work with minorities, youth-at-risk, gifted, and emotionally and physically handicapped. Other important information in this resource focuses on giving rural students the same opportunities as urban students, and provide a broader scope of resources to increase teaching effectiveness.

The format of this publication is broken down into user-friendly divisions such as financial assistance, curriculum design, technological advances, periodicals, multimedia, books, articles, and cooperative teaching.

This resource guide includes the National Agricultural Library's call number (book number) for those items available from the library. For items with no call number, often it is indicated where to get copies. All items may be obtained through local libraries and the interlibrary loan process.

GENERAL

1

The Academic Effectiveness of Small-Scale Schooling (An Update). Craig Howley. ERIC DIGEST, Digest EDO-RC-94-1. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, June 1994. 2 p.

Highlights the findings which suggest that small sized schools are more appropriate learning environments for students who are disadvantaged and that dropout rates decrease in schools of a smaller size. However, leadership must be in place to provide a broad and meaningful curriculum. Finally, mention is made of alternatives to "impersonal, bureaucratic organizations" that characterize our schools. Instead, a more community oriented school structure is suggested. Available free from ERIC/CRESS.

2

"Comparing Rural Adolescents from Farm and Nonfarm Families." Kimberly Esterman and Dalva Hedlund. *Journal of Research in Rural Education*, Vol. 11(2), Fall 1995, pp. 84-91.

The study focused on four main aspects of rural adolescents' perceptions from farm and nonfarm families in New York state: involvement in community and relationships with peers; relationships with their families; personal values and self-concepts; ideas and plans for the future. Farm families were more dependent on parents and immediate family for support and social activities, less so on outsiders. There was more insecurity about future plans of farm children and more options cited. Personal values differed; farm youths tended to define themselves in terms of work, independence, determination, and pride. Farm life fostered an appreciation of nature and animals that the non-farming participants did not have. The question remains as to what rural education can do to foster the positive values that these farm adolescents represent.

3

The Condition of Education in Rural Schools. Joyce D. Stern, Ed. Washington, D.C.: Office of Educational Research and Improvement, 1994. 163 p. ERIC Doc. NO.: ED371935.

This report contains numerous data tables, and focuses on the status of rural education in relation to problems, need for research and improvements, differences between urban and rural conditions, demographics and economic conditions, profiles of educators in rural schools, student performance and effects of educational reform in rural schools.

4

"Delivering Staff Development to the Small Rural School." John H. Storer and Diana J. Crosswait. *Rural Special Education Quarterly*, Vol. 14(3), Summer 1995, pp. 23-30.

While the need to update training of special education staff in rural areas is critical, the expense and distance involved in traditional central training at a distant city or university make it difficult. The Iowa Intervention Initiative (III), a federally funded program, was designed to address these problems in the development of a training model. Full-time trainers were hired and trained, and workshops for 79 schools were held throughout rural Iowa. Details of the training are covered in this paper, and includes discussion on how this model can be adapted to other rural situations.

5

Education in the Rural South: Policy Issues & Research Needs. David Mulkey. Mississippi: Southern Rural Development Center, 1993. 43 p. ERIC Doc. No.: ED389483.

Focuses on educational systems in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia, and accepts that the South compares unfavorably with the rest of the country with regard to education and workforce quality. The report concludes that factors beyond the control of schools influence the education process. A literature and state data review is made of student performance, educational finance, and education/economic development, community and family problems, all of which are interrelated. More than marginal changes in funding will be required to raise educational standards in the South.

6

"Home, Family, and Community: Ingredients in the Rural Education Equation." Mary Jean Ronan Herzog and Robert B. Pittman, 1995. 24 p. ERIC Doc. No. ED388463.

Rural areas in general have the following problems: shrinking working populations, declining economies, students not competing well in college attendance and completion. However, a survey of over 100 students from rural areas at Western Carolina University showed that the sense of home, family, community, and smallness of scale that they had experienced are the best qualities of rural life. Rural schools, in order to overcome their problems, will have to capitalize on the these community and family ties.

7

"A Model for Professional Development and School Improvement in Rural Schools." Dianne A. Seltzer and Oliver T. Himley. *Journal of Research in Rural Education*, Vol. 11(1), Spring 1995, pp. 36-44. NAL Call No.: LC5146.R47.

This article describes a model for rural educators to improve their schools and meet the national Goals 2000 legislation which deals with providing all teachers access to professional development opportunities. The model includes strategies to the commitment of school teams, recognizing that change is a long-term process, the networking of teams across schools, and process evaluations to guide future professional development opportunities.

8

The National Education Goals Report. Washington, D.C.: The National Education Goals Panel, 1995. 4 Vol.

The fifth in a series of annual reports measures progress toward the National Education Goals through the year 2000. This report consists of 4 documents: The *Core Report* which focuses on two dozen core indicators, the *National* and *State Data Volumes* which give comparative data showing rates of progress, and the *Executive Summary* which condenses the information of the other three documents. The development of strong partnerships between families and schools is considered essential in order to accelerate progress toward improving education. Four schools are profiled as winners of the 1995 Strong Families, Strong Schools Most Promising Practices Competition.

9

The National Education Goals Report, 1995. Building a Nation of Learners. Washington, D.C. National Education Goals Panel, 1995. 172 p. ERIC Doc. No.: ED38097.

This core report for 1995 focuses on two dozen indicators that show the progress toward the

National Education Goals. There has been improvement in five areas (student readiness, math achievement, Advanced Placemen exams, and early prenatal care), gotten worse in seven areas (providing safe environment conducive to learning), and no significant change in eight areas. The focus of the report is on the essential role of families in achieving the goals and how schools can involve families in partnerships.

10

The National Education Goals Report, 1995. Executive Summary. Improving Education Through Family=School-Community Partnerships. Washington, DC: National Education Goals Panel, 1995. 24 p. ERIC Doc. No.: ED389100.

The first part summarizes the nation's progress toward each of the goals. The data show that progress has been modest. The efforts of educators, families, community members, and businesses are required to reach the goal of providing a world-class education for all students. A list of program contacts and other resources and suggestions for creating family-school-community partnerships are included.

11

The National Education Goals Report, 1995. Volume One: National Data. Washington, DC: National Education Goals Panel, 1995. 185 p. ERIC Doc. No.: ED389098.

Provides in-depth information on the progress toward the National Education Goals at the national level. The nation has made encouraging progress in math achievement, prenatal care, and participation in Advanced Placement exams in core areas such as English, mathematics, science, and history. In other areas, however, data show that the United States has fallen behind in achieving the goals of adult literacy and lifelong learning and safe, disciplined, and alcohol- and drug-free schools. The Panel plans for supporting state and community development of academic standards and assessments are highlighted.

12

The National Education Goals Report, 1995. Volume Two: State Data. Washington, DC: National Education Goals Panel, 1995. 264 p. ERIC Doc. No.: ED389099.

Provides in-depth information on progress toward the goals that each state, the District of Columbia, American Samoa, Guam, Northern Marianas, Puerto Rico, and the Virgin Islands has made against its own baseline. A four-page profile for each state includes graphs and tables for each state's progress, addressing measures of such areas as child health and nutrition, high school dropouts, advanced placement programs, adult literacy, educational environment, and school safety.

13

The National Education Goals Report, Building a Nation of Learners, 1996. Washington, DC: The National Education Goals Panel, 1996. 178 p. ERIC Doc. No.: ED400347.

This report focuses on standards and assessments, two areas of educational reform which are currently of interest to state and local communities. Chapter 1 answers questions about setting standards and creating assessments. Chapter 2 summarizes progress on each of the 25 core indicators. Chapter 3 outlines each state's progress on a set of core indicators. The Goals Panel stresses that states and local communities must demand more from their students by setting rigorous standards and by designing forms of assessment.

14

The National Education Goals Report. Commonly Asked Questions about Standards and Assessments. Executive Summary, 1996. Washington, DC: National Education Goals Panel, 1996. 44 p. ERIC Doc. No.: ED400348.

This is a condensed version of the 1996 National Education Goals Report. This report focuses on standards and assessments, two areas of education reform of interest to state and local communities. Part 1 highlights a few key findings since 1991 in each of the national goals. Part 2 answers frequently asked questions about setting standards and creating assessments at state and local level. Examples of challenging state assessment programs and activities from Maryland, Connecticut, and Kentucky are given. Part 3 outlines progress since the baseline year on a set of core indicators.

15

A Perspective on Rural Education." W. Wade Miller and others. *Agricultural Education Magazine*, Vol. 68(4), October 1995, pp. 4-21. NAL Call No.: 275.8 Ag8.

Includes articles on such topics as youth at risk, adult education programs, and rural education training.

16

"Rural Education: Serving All Students." MeeCee Baker and Ed Burns. *The Agricultural Education Magazine*, Vol. 68(4), October 1995. NAL Call No.: 275.8 Ag8.

Although the Greenwood public school district is one of the smallest in Pennsylvania, it has had many recognized successes. For example, 84 percent of the graduates in the class of 1995 sought post-secondary education. Success has depended on the belief that all students should be served, following the four guiding principles of *diversity*, *flexibility*, *cooperation*, and *technology*.

17

"Rural Educator and Stress." Robert W. Keiper and Kim Busselle. *Rural Educator*, Vol. 17(2), Winter 1995-96, pp. 18-21.

A study conducted in Whatcom County, Washington, set out to investigate what caused stress for secondary teachers in rural settings and methods they used to cope. Results show that for the most part stressors are similar for rural and urban educators, except for student violence, a more common problem for urban teachers. Time management issues, problems with administration, lack of student motivation, and discipline were major causes of stress. Ideas for solutions included some radical ideas -- like abolishing compulsory education -- while most merely show the level of frustration in their professional lives.

18

Schools That Work: America's Most Innovative Public Education Programs. George H. Wood. New York: A Dutton Book, 1992. 290 p. NAL Call No.: LA217.2.W66.

Offers extensive advice from various professional educators, administrators, parents and students concerned with the tasks of making public education a high quality environment. Individual cases of successful teaching programs are presented as well as emphasis on changing the current curriculum designs. In the appendix are listed resources for change such as support organizations, books tied to particular teaching methods, and addresses of schools and teachers presented in the book.

19
"Six Heads are Better Than One? School-Based Decision Making in Rural Kentucky." Patricia J. Kannapel and others. *Journal of Research in Rural Education*, Vol. 11(1), Spring 1995, pp. 15-23. NAL Call No.: LC5146.R47.

This study examines four rural Kentucky school districts in order to evaluate the result of the Kentucky Education Reform Act of 1990 requiring school-based decision making (SBDM). The results were compared with research findings in urban and suburban settings. It was found that it is equally difficult to achieve true shared decision making among administrators, teachers, and parents, especially regarding issues related to curriculum and instruction.

20
Sustainable Small Schools; A Handbook for Rural Communities. Craig B. Howley and John M. Eckman, editors. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1997. 164 p.

This book, a collaborative effort, is designed to help parents, community members, and educators to find resources, design school options, and take action to improve small rural schools. There are five chapters covering broad topics, plus an extended resource chapter on other readings, organizations, and people. Chapter 1 discusses the virtues of smallness and how to be educational change agents. Chapter 2 discusses the history of mass schooling. Chapter 3 provides examples of strategies to make the rural community the focus of the curriculum. Chapter 4 describes innovative ways to organize rural schools and the use of electronic technology. Finally, Chapter 5 provides strategic tips for making change happen.

CURRICULUM DESIGN/TEACHING METHODS/TEACHER TRAINING

Advances are currently occurring in educational reform, especially regarding curriculum design. Educational reform is an important issue. As we move into the 21st century, new teaching methods are being sought. This may mean a complete restructuring or redesign of the classroom environment. A large responsibility falls into the hands of educators, who must spend time developing their own skill levels to effectively teach our nation's students. Included in this list of curriculum development resources are those concerned with teacher training, an integral part of the reform. When teachers change their teaching practices, they are often participating in what is referred to as, *school-based professional learning communities*.

1
A Case Study of the Impact of a State-Level Policy Designed To Improve Rural Schools in the State of Vermont. Robert V. Carlson. Charleston, WV: Appalachia Educational Lab, 1994. 93 p. ERIC Doc. No.: ED368531.

Examines the challenges faced by a "single-unit" school and how it has responded to higher state level standards initiated by the 1984 Public School Approval Policy. Extensive background information is provided on the conditions of the school and numerous strategies for improving the quality of education. Other relevant issues involve funding; financial management; school-community cooperation; and distance learning technologies. Includes references.

2
Changing Schools Through Experiential Education. Peggy Walker Stevens and Anthony Richards. ERIC DIGEST, Digest EDO-RC-91-13. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, March 1992. 2 p.

Describes how curriculum changes can be achieved through experiential education. This method of teaching is a hands-on approach which encourages students to participate actively with the teacher and peers. Considered non-traditional, this teaching method strongly suggests teachers reevaluate their current teaching style to make the transition a successful one. Available free from ERIC/CRESS.

3
"Charter Schools: A New Breed of Public Schools." Craig R. Sautter. *Policy Briefs*, (2), 1993, 25 p. ERIC Doc. No.: ED361905.

Offers a clear definition of charter schools and examines their importance in school reform and restructuring. Focuses on the positive aspects such as broadening public education, reducing dropout rates and innovative learning approaches. Points out that legislators find these schools appealing. Highlights include interviews with co-founder and superintendent of a charter school.

4
Charter Schools Update. Oak Brook, IL: North Central Regional Educational Laboratory, 1994. 10 p.

This policy brief includes letters from students and parents who requested that their views be published on charter schools. A letter to the editor was written in response to the original policy brief on Charter Schools. Two parents are also interviewed in this publication, with generally positive viewpoints. Final page

contain excerpts from President Clinton's State of the Union Message.

5

Computers in Education. Paul F. Merrill and others. *Charter Schools Update*. Oak Brook, IL: North Central Regional Educational Laboratory, 1994. 10 p. 3rd edition. Boston: Allyn and Bacon, 1996. 384 p.

Designed to help teachers use computer technology, to give guidance on how given applications may be integrated into classroom curriculum. Features include examples of actual computer applications currently available.

6

Cooperative Learning: Theory, Research, and Practice. Robert E. Slavin. Boston, MA: Allyn & Bacon. 1995. 194 p.

This guide is to be used in a practical manner to assist educators in designing more effective cooperative learning experiences in the classroom. Included is research on the practical issues of cooperative learning in elementary and secondary educational settings. Suggests that students can learn valuable life experiences through classroom simulations.

7

Educational Computing: Learning with Tomorrow's Technologies. Cleborne D. Maddux, D. LaMont Johnson, and Jerry W. Willis. Boston, MA: Allyn and Bacon, 1997. 351 p.

This text focuses on integrating theory and practice of using computers in education, geared to both teachers and students. The topic of educational telecommunications is also covered.

8

Electronic Communities of Learners: Fact or Fiction. Sylvia Weir. Cambridge, MA: TERC Communications, 1992. 33 p. ERIC Doc. No.: ED348990.

This comprehensive summary evaluates the TERC Star Schools telecommunications project in terms of network and educational effectiveness, teacher expectations, changing attitudes of teachers, student interaction in the classroom. Compares and contrasts several different networks, one that was not linked with any particular curriculum and another that integrated technology links. Reviews several telecommunication projects and their effectiveness for teachers. Concludes by suggesting that integrated systems hold more promise for teachers, students, and administrators as an educational change mechanism.

9

"Evaluating the Benefits of a Computer Based Telecommunication Network: Telementoring and Teletraining for Educators in Rural Areas." Robbie M. Kendall. *Journal of Research in Rural Education*, Vol. 8(1), Winter 1992, pp. 41-46.

This article reveals that a large percentage of innovative educational practices include the implementation of electronic telecommunications. The article suggests there are a variety of options and advantages to using networks. These include: 1) teacher training programs in rural America; 2) developing curricula materials; 3) sharing information on a global scale; 4) linking schools and businesses; and 5) preparing students for the technological future. The summary outlines the benefits of telecommunications linkages, the increases in communication levels throughout the educational community and opportunities for increasing quality services to its students and teachers.

10
"Media Magic: Automating a K-12 Library Program in a Rural School District." Helen Adams. *Emergency Librarian*, Vol. 21(5), May-June 1994, pp. 24-29.

Describes how a library resource center engineered an automation process in a small rural area. Topics included: 1) long-range planning; 2) retrospective conversion for online catalog; 3) library automation software vendors; 4) financing; 5) telecomputing; 6) computer literacy training; and 7) professional development.

11
"Mentoring Entry Year Teachers: A Model for Rural Communities." Susan Hersh and others. *The Rural Educator*, Vol.17(2), Winter 1995-96, pp. 31-36.

A rural county in Ohio designed an entry year teacher program to address some of the problems facing a new teacher, especially in the relatively isolated rural community. One full-time county mentor worked with 11 "buddy" teachers who provided daily services to entry-level teachers, with training provided everyone at a local university. While advantageous overall, most important seemed to be the increased opportunity for the development of friendships between first year teachers.

12
"Nonmetro Student Achievement on Par with Metro." Elizabeth J. Greenberg and Ruy A. Teixeira. *Rural Development Perspectives*, Vol. 10 (3), June 1995, pp. 17-23. NAL Call No.: aHN90.C6R78.

Contrary to the hypothesis that rural education is markedly inferior to urban education, a study shows that nonmetro students score slightly lower in reading and math, but at the same level in science. There is the possibility that the most serious skill obstacle to rural development may be the need to create more high-skill jobs.

13
NPTN Supports Rural Community Networks. Manhattan, KS: Rural Clearinghouse for Lifelong Education and Development, June/July 1995. 7 p.

This describes The National Public Telecomputing Network (NPTN) which is a non-profit organization that assists communities in establishing locally controlled Free-Net information systems. These local networks are making way for otherwise minimally used services such as government, public, and local information. Local content allows valuable information to be utilized by the communities. Supplements to the local Free-Nets include "Cybercasting Services and linkages to other electronic information services." Included is discussion about removing economic and structural barriers from rural areas and to access quality, locally-controlled information.

14
Outdoor Education Directory: Organizations Involved in Outdoor Experiential Education. ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV: Appalachia Educational Laboratory, March 1993. 8 p.

This concise collection lists some of the most outstanding outdoor experiential organizations in North America. Outdoor experiential education is defined as an educational instructional approach consisting of these four elements: 1) active involvement to solve outdoor problems; 2) verbal reflection after activity; 3) incorporating certain levels of stress to complete outdoor tasks; and 4) emphasis on group interaction.

15
"A Plan for Success in the Small District." Alan N. Stevens and Beverly I. Davis. *Music Educators Journal*, Vol. 80(5), March 1994, p. 19, 42-43.

The changing educational environment is one reason for music educators to create new ways of providing instruction. Examples include a case study of a rural Texas school district that implemented a program to improve the music education department. Concerns include working on a limited budget.

16
Professional Development: Changing Times. Oak Brook, IL: North Central Regional Educational Laboratory, 1994. 31 p.

This article summarizes the new instructional innovations and opportunities for teacher development. Other issues include new visions of teaching and learning, and their implications for the classroom. Alternative strategies for finding time and support of teacher development are described in this source as well.

17
"Psychological Services Providers, the Opportunity to Learn, and Inner-City Students: Beyond Mere Curricular Reform." Gordon L. Berry. *Journal of Negro Education*, Vol. 62(3), Summer 1993, pp. 355-63.

The article suggests that a more proactive stance by the educational reform movement is necessary before minority students in both urban and rural areas can benefit educationally. Psychological counseling and other support services are suggestions for ways to access the needs of minority students.

18
Removing Barriers: Service Learning in Rural Areas. Cynthia Parsons. Washington, DC: Council of Chief State School Officers, 1993. 19 p.

Rural areas face many challenges as a result of their relative isolation. In this guide the author describes a variety of service learning strategies to involve school students in community service activities. These tips on integrating activities between the community and school is a method for human development and growth. Provides a creative and interesting aspect to all educational activities.

19
Rural Philosophy for Education: Wendell Berry's Tradition. Paul Theobald. Charleston, WV: Appalachia Educational Laboratory, January 1992. 2 p. ERIC Doc. No.: ED345930.

The past, present and future of rural education is considered in this digest. The discussion focuses on Wendell Berry, the so-called "prophet of rural America", and a proponent of sustainable rural communities. Skeptically, he examines public schools and their inability to direct social change. For rural people to have rural communities, an equilibrium with nature must be established. According to Berry, in order to nurture a real community, rural education needs to become more intimate and caring for both people and the land.

20
"Rural Schools -- Fewer Highly Trained Teachers and Special Programs, But Better Learning Environment." Dale Ballou and Michael Podgursky. *Rural Development Perspectives.*, Vol. 10 (3), June 1995, pp.6-16. NAL Call No.: aHN90.C6R78.

A survey of rural and urban schools shows that although there is a difference in teacher training and a lack of special programs in rural schools, community makeup and involvement, less

bureaucratic school management, as well as smaller class size appear to give rural students a learning advantage over their urban counterparts.

21
"Small Schools and Higher-Order Thinking Skills." Emil J. Haller and others. *Journal of Research in Rural Education*, (9), Fall 1993, pp. 66-72. NAL Call No.: LC5146.R47.

A study comparing rural small high schools with their larger urban counterparts indicates that school size does not affect student achievement. More specifically, the study does not support the claim that small rural secondary schools do not provide in-depth and diverse programs as do larger, more urban schools. Contrary to these claims are suggestions that higher-order thinking skills can be taught in any classroom by teachers who require students to think deeply about their learning experiences.

22
Teachers and Technology: Making the Connection. Office of Technology Assessment, Congress of the United States. Washington, DC: The Office, April 1995. 304 p.

Provides comprehensive and up to date information regarding the teaching tools that are necessary for attaining quality education. This source can be utilized by administrators who are assisting in the preparation of teachers in using such tools as computers, voice mail, e-mail, networking, and VCR's. Outlines the challenges faced by educators in obtaining financial support for educational technologies and offers suggestions as well.

23
Teachers, Computers, and Curriculum: Microcomputers in the Classroom. Paul G. Geisert and Mynga K. Futrell. 1995. 384 p.

The goal of this book is to help teachers integrate computers as practical tools in classroom instruction.

24
Technology in Rural Education. Weldon Beckner and Bruce O. Barker. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1994. 35 p. ERIC Doc. No.: ED369586.

Discusses the ways in which telecommunication technologies can be advantageous to rural schools. Also identifies problems associated with funding, teacher qualifications, remedial programs and staff development.

25
The Use of Peer-Based Support in Rural Settings to Effect Curricula Renewal. Jack E. Stoops. Portland, OR: Northwest Regional Educational Laboratory, 1993. 95 p. ERIC Doc. No.: ED363489.

Discusses how five rural area networks can expand existing services in an effort to improve curriculum development. Some of these improvements include: 1) remaining current with latest technology; 2) materials suitable to curriculum; 3) support for innovations in classroom teaching; and 4) sense of pride in ownership.

26
Utilizing Shared Decision Making in Developing a Computer Technology Comprehensive Plan for a Small, Rural, K-12 Campus. William H. Crumble. Ed.D., Practicum Nova University, 1993. 151 p. ERIC Doc. No.: ED365287.

Designed for teachers needing to develop a long-term technological computer program with emphasis on shared decision making. Provides a comprehensive plan for designing a budget and developing a computer curriculum.

DISTANCE EDUCATION

1

"Dispelling the Myths of Distance Education." Dawn Drake and Mark Zidon. *The Agricultural Education Magazine*, Vol. 67(11), May 1995, pp. 16-17. NAL Call No.: 275.8 Ag8.

Teachers may resist the use of the same teaching methods for distance education that they do for the traditional classroom, and they may look for justification for why changes cannot be made. To alleviate anxiety about becoming involved in distance education, this article addresses four myths of distance education and explains why they are not valid. Such myths include doubt that students can learn as well, course content not appropriate, only a straight lecture is required, and that distance education will eliminate in-class instructor jobs.

2

"Distance Education Applications in Rural Special Education: Where We've Been and Where We're Going." Barbara L. Ludlow. *Rural Special Education Quarterly*, Vol. 14(2), Spring 1995, pp. 47-52.

Distance education applications in rural special education have expanded rapidly in the last decade. As telecommunications technologies become more widely available, distance education will continue to offer improved opportunities to pupils, preservice students, and inservice teachers.

3

"Distance Education: Bridging an Instructional Gap." Doreen Maxcy and others. *NASSP Curricula Report*, Vol. 23(5), May 1994. 5 p. ERIC Doc. No.: ED374768.

Discusses the various ways that technology is used to reach students. These include: 1) audio, radio, or telephone; 2) visual transmission; 3) audiographics; 4) educational television; and 5) interactive video. Points out the effectiveness of the Star Schools satellite distance education program. Discussion also includes some of the advantages and disadvantages of distance learning.

4

Distance Learning: The Challenge for a Multicultural Society. Aida Barrera. Washington, DC: National Clearinghouse for Bilingual Education, 1993. 18 p. ERIC Doc. No.: ED364102.

Multiculturalism takes center stage in this examination of the effectiveness of distance education. A description of the Star Schools telecommunications program includes some of its weak aspects and accommodating for the cultural and linguistic differences of many students.

5

The Distance Education Handbook: An Administrator's Guide for Rural and Remote Schools. Bruce O. Barker. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1992. 65 p.

Distance education will have increasing impact on rural schools, where shortages in qualified staff and low student enrollment limit course offerings. Gives examples of various ways telecommunications technology is presently being used in schools across the country.

6

"Distance Education in Rural Schools: Technologies and Practice." Bruce O. Barker and Robert F. Hall. *Journal of Research in Rural Education*, Vol. 10(2), Fall 1994, pp. 126-128. NAL Call No.: LC5146.R47.

This study provides information on 130 rural school districts in 32 states. Completed questionnaires indicate that the K-12 single campus school districts with 300 students or less have some form of telecommunications in place. Some of the questions that were addressed include: 1) to what extent are rural schools participating in distance learning projects; 2) what kinds of technologies are being utilized for distance learning; 3) how pervasive are telecommunications devices in rural schools; 4) what level of funding have rural schools committed to distance education; and 5) how supportive are teachers and educators.

7

"Housing Star Schools Reforms." Naida C. Tushnet. Los Alamitos, CA: Southwest Regional Laboratory. Paper Presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA: April 4-8, 1994. 16 p. ERIC Doc. No.: ED374150.

Star Schools programs have been instrumental in funding innovative educational methods such as teleteaching, distance education, computer networks, and using fiber optics. This paper evaluates the Star Schools program in terms of how effectively students are utilizing the interactive communication through distance learning technology. Also examines the student/teacher interaction and the learning potential of distance education. Consideration for successful programs include teacher training and distance education integrated into the broader educational reform movement.

8

"How Nebraska Has Responded With Telecommunications and Long-distance Education." Timothy Lynch. *Rural Libraries*, Vol. 14(1), 1994, pp 3-10.

The Nebraska Library Commission, determined to improve access to its library resources, developed with Nebraska Educational Television a satellite network (NEB*SAT) for educational and public service programming. In a coordinated network of originating and receiving sites it is designed to provide Public Television and Radio Service, Instructional Service, Compressed Video Service and Fiber Optic Service, so that distance learning and continuing education programming are provided statewide.

9

"Improving Staff Development in Rural Communities Using Distance Education and Communication Technology." Dennis Knapczyk, Paul Rodes, and Thomas Brush. *Rural Special Education Quarterly*, Vol. 13(2), Spring 1994, pp. 19-24.

Indiana University has been working with several rural school corporations to give staff development training to special and general education personnel. The teachers remain at their schools, using distance education and computer-based audiographic communications technology. One key to the success of the program is the encouragement of collaboration among teaching staff.

10

"Interactive Instructional Television: Education for Rural Areas." Judy Anagal and others. In: *Rural Goals 2000: Building Programs That Work*. American Council on Rural Special Education, 1996. 7 p. ERIC No.: ED394778.

Special education teachers from the Kayenta Unified School District in a federally funded partnership with Northern Arizona University participated in two interactive instructional television courses during a two-semester program. The system included two-way video and audio, open microphones, and on-site operator. A survey of students indicated advantages and disadvantages of the project.

11

"The Iowa Distance Education Alliance: Star Schools--A Special Statewide Network." Michael Simonson and others. *TechTrends*, Vol. 38(1), Jan./Feb. 1993, pp. 25-28.

Indicates the participants, technologies, and benefits of the Iowa project which received a grant in 1992. A list of activities, goals and timetables are included. Available from (UMI) University Microfilms International.

12

Teleteaching Distance Education. Hummelstown, PA: Epler Enterprises, Inc.; Mansfield University, PA: Rural Services Institute, 1993. 481 p. ERIC Doc. No.: ED373947.

Examines various types of distance learning programs and technologies used in Pennsylvania's rural schools. This comprehensive source includes additional references and glossary.

FUNDING FOR RURAL EDUCATION

Included in this listing are journal articles, ERIC documents, educational grant guides and a list of private and public assistance programs offering assistance to elementary and secondary schools. Assistance includes project grants, contracts and fellowships.

Bibliography

1
"The 81-Cent Solution." Jim B. Simpson. *American School Board Journal*, Vol. 180(10), October 1993, pp. 28-30.

This is a case study of a school district in rural Missouri that successfully levied for an 81 cent tax increase for the purposes of building additional facilities. Required was hard work, one year of solid planning, public relations work, and community involvement.

2
"Children in Crisis: The Tragedy of Under-funded Schools and the Students They Serve." Sandra Feldman. *American Educator: The Professional Journal of the American Federation of Teachers*, Vol. 16(1), Spring 1992, pp. 8-17, 46.

Examines the problems of underfunded public schools at the national and local levels. Provides a critique of the America 2000 educational goals, and looks at how the larger social forces affect education. Included is discussion on the American Federation of Teachers funding proposals.

3
Developing Supplemental Funding: Initiatives for Rural and Small Schools. Robert Carlson. ERIC DIGEST, Digest EDO-RC-93-4. Charleston, WV: Appalachia Educational Laboratory, March 1993. 2 p.

Discussion focuses on many ways that rural and small schools can organize fundraising activities. Some of these new approaches call for creativity from the community. It is emphasized that regardless of your fundraising option, they must all be carefully planned in order to be effective. Available free from ERIC/CRESS.

4
"The Effects of an Aging Rural Population on the Financing of Rural Public Education." Stephen C. Deller and Norman Walzer. *Journal of Research in Rural Education*, Vol. 9(2), Fall 1993, pp. 104-114. NAL Call No.: LC5146.R47.

A survey of approximately 500 residents in a rural Illinois area reveals that retirees support public education as much as non-retirees. Other analysis shows that retirees do not adversely affect voting issues on educational bond referenda.

5
"Factors Determining Missouri Rural School Districts' Ability to Pay Teachers' Salaries: A Case for Reoganization." John Alspaugh. *Rural Educator*, Vol. 16(2),Winter 1994-95, pp. 5-9.

Small rural school districts with low pupil/teacher ratios generate a small amount of revenue per teacher. If districts reorganize into larger units, teacher pay would increase and less teacher salary supplement money would be needed.

6
"From Rags to Riches: A Plan to Improve Education in a Small Rural School." James E. Segars. *Rural Educator*, Vol. 14(1), Fall 1992, pp. 19-20.

Describes how an ordinance to raise taxes was passed by the city council to generate funds for a rural Alabama school system. Money has been used for projects, buildings, increased salaries, and funding for distance education.

7
"Hanging Tough." Millicent Lawton. *Education Week*, Vol.13(20), February 9, 1994, pp. 26-30.

Describes the challenges faced by a small rural K-12 school district in Oregon. The reduction in property taxes has meant that the school would possibly need to consolidate with another school district. Despite its uncertain future, the school district's superintendent/principle is creating ways to increase revenue.

8
Rural and Urban School Finance: Districts and Experts Speak Out. Oak Brook, IL: North Central Regional Educational Laboratory, 1995. 43 p.

This policy brief examines the funding challenges faced by educators and policymakers. Personal reactions are included by various educational professionals on various funding issues. By presenting these comments in their original form, readers are able to experience the true "grassroots" flavor of dealing with problems.

9
Rural Children: Increasing Poverty Rates Pose Educational Challenges. Briefing Report to the Chairwoman, Congressional Rural Caucus, House of Representatives. Washington, DC: Health, Education, and Human Services Division, 1994. 64 p. ERIC Doc. No.: ED366488.

This article examines the growing risk that America's rural children face in terms of attaining educational success. This indicates that poverty and demographic shifts are adversely affecting rural schools' ability to meet educational standards for rural students suggesting that Chapter 1 funding will also diminish. This document reveals an increase in the percentage of rural poor children and higher numbers of single-parent families headed by women who are not well educated. Discusses the eligibility for Chapter 1 grants and how it will be affected by new criteria. According to statistics in this source, about 12 percent of all rural children live in areas that will loose their eligibility for grant money.

10
"School Boards: Forging Links to Parents and Community in Small School Districts." Richard A. Schmuck. *Small Town*, Vol. 23(1), July/August 1992, pp. 24-28. NAL Call No.: HT101.S52.

This article reviews observations that were made after board members traveled to 21 different states. Major topics include small community economic decline and how business leaders and other professionals are under represented in the economic development of small schools. Suggestions for improvement include: 1) facilitating communication; 2) forming partnerships; and 3) promoting economic development.

11
"School Funding: Should Affluent Districts be Forced to Aid Poorer Neighbors?". Johnathan Walters. *CQ Researcher*, Vol. 32, August 27, 1993, pp. 745-768.

Is money the key to a better education, and should school districts be leveled up or leveled down? Funding background including lawsuits, current situation and outlook *are* covered; a chronology of key events since the 1950s is illustrative of major funding events.

12
"The School Tax Squeeze." Beth Baker. *Rural Electrification Magazine*, Vol.51(11), August 1993, pp. 22-25. NAL Call No.: HD9688.A1R8.

This article examines a rural area in Nebraska that challenged the system of relying on local property taxes for school funding and instead filed a law suit in connection with the unequal distribution of money spent on rural school districts. Possible solutions include granting smaller school districts needed funds through a state taxation system and equalization aid to improve rural school standard.

13
"Use of Alternative Funding by Rural Schools for Supplemental Programs Which Address Current Social Issues and Special Education Needs." Darlene N. Brown and Rosalie A. Schenck. In *Rural America: Where All Innovations Begin*. Conference Proceedings, Savannah, GA: March 11-13, 1993. 11 p. ERIC Doc. No.: ED358984.

An independent school district in New Mexico found alternative means of funding for meeting the needs of early childhood education, special education, at-risk students, and community partnerships with local colleges. Past problems are discussed such as hidden costs and overloading teachers with work. Discussion focuses on issues as: 1) reasons for alternative funding; 2) where funding is available; 3) how to train administrators for funding proposals; and 4) team building.

14
Using Federal Funds to Improve Child Care. Helen Blank. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, 1994. 3 p. ERIC Doc. No.: ED365468.

This source is based on the national survey entitled the Children's Defense Fund (CDF). Focuses on various aspects of federal funding including: 1) licensing; 2) reference and referral services; 3) infant child care; 4) low income child care; 5) childcare training; and 6) planning programs. Also discusses how block grants are used to improve programs for special needs children. Suggestions include the need for state, federal, and local governments to collaborative with other organizations on the issue of improving child care.

Educational Grant Guides

1
Grants for Elementary and Secondary Education. New York, NY: Foundation Center, 1995. 298 p.

This customized guide lists hundreds of educationally awarded grants of $10,000 or more. An index is included to help you locate possible sources of funding by: 1) type of organization funded by grantor; 2) subject focus of the grants; and 4) geographic area in which foundation has awarded grant projects.

2
National Guide to Funding for Children, Youth, & Families, 3rd ed. James E. Baumgartner, ed. New York, NY: Foundation Center, 1995. 1 Vol.

This new edition is a well researched guide for the most current fundraising and nonprofit development resources available. It includes over 3,400 national and local grantmakers, more

than 13,000 descriptions of recent grants and up-to-date facts on each funder's interest.

3
National Guide to Funding for Elementary and Secondary Education, 3rd ed. James E. Baumgartner, ed. New York, NY: Foundation Center, 1995. 663 p.

The newest edition of this volume contains essential information on more than 2,100 foundations and corporate giving programs, each known for granting awards to elementary and secondary educational institutions. This convenient volume will save you precious time because of the carefully constructed list of grantmakers interested in your subject field. This guide provides important data such as addresses, financial data, application procedures, contact names and key officials. Includes descriptions of recently awarded grants from a wide range of organizations such as small schools, national research institutions, bilingual programs, cooperative community education, dropout prevention, gifted programs and much more.

Funding Resources

1
Federal Assistance Programs Retrieval System (FAPRS)
General Services Administration
Federal Domestic Assistance Catalog Staff
300 7th St., SW
Ground Fl., Reporters Bldg.
Washington, DC 20407
202-708-5126

http://www.gsa.gov/fdac

The Federal Assistance Programs Retrieval System (FAPRS) is an online, menu-driven system which offers complete text searching of the Catalog of Federal Domestic Assistance. The Catalog contains information about all federal domestic programs including federal grants, loans, insurance, and training programs. Indexed by subject, function, and agency, information is available on eligibility, application procedures, selection criteria, and deadlines

2
The Taft Group
835 Penobscot Building
645 Griswold St.
Detroit, MI 48226-4094
1-800-877-TAFT

http://www.taftgroup.com/taft.html

The Taft Group publishes reference works on the philanthropic activities of wealthy individuals, corporations, and foundations. The firm maintains a database of detailed information on these subjects and publishes more than 20 directories and newsletters for nonprofit organizations, professional fundraisers, and researchers. Many Taft Group publications are available on diskette or magnetic tape. Customized versions of these electronic formats also are available for some publications. Electronic databases are available for internal data processing and retrieval and non-publishing purposes only.

3
The GRANTS Database
The Oryx Press
4041 North Central, Ste. 700
Phoenix, AZ 85012-3397
602-265-2651
1-800-279-6799

http://www.oryxpress.com

The GRANTS Database is available from DIALOG on compact disk on a subscription

basis and online for a fee. The Oryx Press produces and maintains this database that profiles grant and funding programs for major disciplines and subject areas offered by foundation, private, local, federal, and international sources. Each entry includes the program name, sponsor, program description, requirements, grant amount, application deadline, renewal information, contact address and telephone number. The Database corresponds to the following print publications:
Directory of Grants in the Humanities, Directory of Research Grants, and the Directory of Biomedical and Health Care Grants.

4
The Grantsmanship Center
1125 W. Sixth St., Fifth Fl.
P.O. Box 17220
Los Angeles, CA 90017
213-482-9860
FAX: 1-213-482-9863

http://www.tgci.com

The Grantsmanship Center offers courses in grantsmanship, fundraising, program management, and grant proposal writing. The Center also publishes the Whole Nonprofit Catalog which includes articles on nonprofit organizations as well as listings of recent publications on both nonprofit and corporate philanthropy. The Catalog is available free to staff of nonprofit and government agencies.

5
The Foundation Center
79 Fifth Ave.
Dept. TE
New York, NY 10003
1-800-424-9836
212-620-4230
FAX: 212-807-3677

http://fdncenter.org

The Foundation Center provides up-to-date information on foundation and corporate giving through its library services program. Its national collections are located in Washington, DC and New York, NY. At both locations, grantseekers have free access to core Center publications plus a wide range of books, periodicals, and research documents relating to foundations and philanthropy. The Center also provides computer access to the latest foundation grant information through the FOUNDATION DIRECTORY (File 26) and the FOUNDATION GRANTS INDEX (File 27), its databases on Dialog.

PARTNERSHIPS IN SCHOOLS

Efforts to include parents, teachers, administrators and citizens of the community in a student's education have shown to be educationally and socially beneficial. The building of close ties between schools, town organizations and universities has brought about a sense of dedication and fostered the necessary communication between higher education and K-12 schools. Collaboration means sharing and commitment on the part of parents, teachers and school leaders, who can guide students to achieve academic success and assist in their future prospects as adults.

1

Building Collaborative Education Systems: New Roles For State Education and Higher Education Agencies. Esther Rodriguez. Oak Brook, IL: North Central Regional Educational Laboratory, 1994. 31 p.

This article points out that limited finances adversely affect the school-college collaboration efforts. Indications from this source suggest that state education and higher education compete for public resources and that this competition is one variable that keeps them from attaining better communication and service. This source suggests that legislation should not be the only means of improving education but that bureaucracies and their employees become actively engaged in efforts at policy making.

2

"Community/School Revitalization: Joining Rural Schools and Towns Together to Empower Young People and Enhance Their Sense of Belonging." Edwin C. Nelsson. *Small Town*, Vol. 26(2), September-October 1995, pp. 20-29. NAL Call No.: HT101.S52.

A year-long project at Chadron State College involves graduate students in local programs and enables them to appreciate the quality of life in their communities which they helped create.

3

"Enriching Adolescent Lives." Marian H. White. *Schools in the Middle*, Vol.4(2), November 1994, pp. 9-12.

Families are seen as important components in the student learning process. This article indicates that students have a greater sense of worth in their education when partnerships are formed and when communities are directly involved in children's lives.

4

"Even Start Program Focuses on Family Strengths." Anne Byers. *Rural Adult Education FORUM*, Vol. 8(2), December 1995/January 1996. 2 p.

The Unified School District 383/475 in northeastern Kansas reaches over 200 families a year through their cooperative Even Start program. The program contains four components: adult education, early childhood education, parent education, and parent and child time together. Mostly home-based, the program uses children's literature and reading aloud as the focus, and links with other service providers in the area. Basically, the outreach program to families has aligned its vision and mission with federal Even Start guidelines, the National Goals for Education, state Quality Performance Assessment indicators, and district mission statement and goals.

5

Innovations in Parent and Family Involvement. William J. Rioux and Nancy Berla. Princeton Junction, NJ: Eye on Education, 1993. 400 p.

Describes alternative programs that families and teachers can utilize for promoting student learning. Information includes: 1) program components; 2) parent involvement; 3) strength and weaknesses of programs; 4) program evaluation; 5) funding issues; and 6) contact persons. Bibliographic references included.

6

Integrating Community Services for Young Children and their Families. Linda G. Kunesh. Oak Brook, IL: North Central Regional Educational Laboratory, 1993. 23 p.

This source presents challenging issues for communities such as threats to our phyical, social, and individual well-being. Some of the more common problems listed in this publication deal with unemployment, high school drop out rates, divorce, teen pregnancy and substance abuse. If these problems are interrelated, as suggested by the author, then service delivery systems should be designed and coordinated in a multidimensional way. Suggestions for effective change in this source include forming collaboratives between schools and communities. Other examples include school-linked programs, those rooted in the community, and those that engage the entire community.

7

"Interstate Collaboration in the Era of 'A New Compact for Learning: A Partnership to Improve Educational Results in New York State.'" Robert Urzillo and others. Paper presented at the Spring Conference of the New York State Association of Teacher Education, Syracuse, NY, 1993. 12 p. ERIC Doc. No.: ED361324.

Presents the challenges facing rural education as we approach the year 2000 and points out the concepts of college-school cooperation to meet the many needs of rural students. Some collaborative ventures are discussed and indicate new ways that colleges and schools can perceive one another.

8

"Popular Theater Promotes Rural School Reform." Shabaash M. Kemeh. *Rural Adult Education FORUM*, Vol. 8(1), October/ November 1995. 3 p.

Students in Yakima, Washington and Flagstaff, Arizona learned to use popular theater as a vehicle for addressing social and community issuess. Initially, the concept of community theater was introduced to a group of rural educators through EMPIRE (Exemplary Multicultural Practices in Rural Schools). Subsequently, an ethnically diverse group of students from two different schools identified several issues of concern, than developed a play through improvisation techniques to portray one selected issue, later involving the audience in solutions. It was shown that popular theater can be pivotal for the improvement of school education, and can offer opportunitiess for parents and teachers to interact

9

Rural Partnerships: Working Together. Proceedings of the Annual National Conference of the American Council on Rural Special Education (ACRES). Montgomery, Diane, Ed. Texas, TX. March 23-26, 1994. 477 p.

60 conference papers address critical issues related to rural education, special education, teacher training, school reform and "at risk" students. There is need for developing and maintaining successful working relationships among rural professionals, community agencies, and families. Includes a topical index.

10

"Service Learning Benefits Students, Communities." *Rural Clearinghouse Digest on Service Learning*, Vol. 2(2), July 1995, 5 p.

Service learning is a teaching tool in which students apply classroom skills to solve real life problems in their communities. Effective service learning programs involve youth in decision-making, giving them a sense of empowerment and ownership. Several examples of service learning programs in elementary and high schools, a community college, and at Kansas State University, are described.

11

Small Scale and School Culture: The Experience of Private Schools. George E. Conway. ERIC DIGEST, Digest EDO-RC-94-6. Charleston, WV: Appalachia Educational Laboratory, November 1994. 2 p.

Compares small private schooling with the larger public schools. Indications are that private institutions foster a sense of community, personal loyalties and a feeling of connectivity. Private schools are often well funded and need not respond to changing public opinion or diverse sentiments. Questions offer a way for public educators to think seriously about how to improve public education. They include: 1) could smaller public schools aid in educational improvement?; and 2) should bureaucratic restrictions be loosened in public schools?

SPECIAL NEEDS

Found in this listing are digests, journal articles, books, and ERIC Documents with information on teaching in a multicultural classroom, and teaching students who are physically or emotionally challenged. There are two divisions to this source listing: One is entitled, Teaching in a Multicultural Setting and the other is called, Teaching For Solutions: Addressing the Needs of Students.

Multiculturism

1
American Indian/Alaska Native Education. Fastback No. 367. Jon Reyhner. Bliimington, IN: Phi Delta Kappa Educational Foundation, 1994. 42 p.

Despite changes in educational policy in the 1970s from one of assimilation of American Indians to one of self-determination, testimony in 1990 and 1991 hearings indicated that many students attend schools that fail to promote appropriate academic, social, cultural, and spiritual development. Native American students do significantly better in those schools that respect and support students' language and culture. It suggests that teachers need training to cover instructural methods suitable to these students, to use bilingual language methods and a culturally relevant curriculum.

2
"Benefits of Cultural Immersion Activities in a Special Education Teacher Training Program." Sam Minner and others. Conference Proceedings of the American Council on Rural Specil Education, Lsas Veas, Nevada, March 15-18, 1995. 5 p. ERIC Doc. No.: ED381310.

A teaching program, preparing teachers for work on a Navajo Reservation, is a partnership between Northern Arizona University and Kayenta Unified School District.The program immerses Anglo participants in Navajo culture; half of participants are Anglo American and half are Native American. According to the students, the program promotes cross-cultural awareness and sensitivity and brings two cultures together in a positive way.

3
Blueprints for Indian Education: Improving Mainstream Schooling. Robin A. Butterfield. ERIC/DIGEST, EDO-RC-94-2. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, June 1994. 2 p.

Focuses on the findings of two studies which addressed the need to reform the education for Native American children in public schools. Some of the suggestions include: 1) fostering intercultural harmony; 2) improving teacher preparation; and 3) developing curricula that support cultural needs and learning styles. Available free from ERIC/CRESS.

4
Blueprints for Indian Education: Languages and Cultures. William Demmert. ERIC DIGEST, Digest EDO-RC-94-3. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, August, 1994. 2 p.

Author provides personal reflection on the importance of maintaining strong cultural identities for Native Americans. Includes information on the steps that can be taken at the local and federal levels to promote native languages and cultures in schools and communities. Available free from ERIC/CRESS.

5
Blueprints for Indian Education: Research and Development Needs for the 1990s. Patricia Cahape. ERIC DIGEST, Digest EDO-RC-93-2. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, March 1993. 2 p.

This is first in a series that summarizes findings of (1) the Indian Nations at Risk Task Force and (2) the White House Conference on Indian Education. It synthesizes research, development, evaluation, and dissemination needs, and provides comprehsiveness and hope for change.

6
Charting New Maps: Multicultural Education in Rural Schools. Jenny Penney Oliver and Craig Howley. ERIC DIGEST, Digest EDO-RC-92-1. Charleston, WV: ERIC/CRESS, Appalachia Educational Laboratory, August 1992. 2 p.

Multicultural education, some studies have shown, can make school more relevant to minority students, and also decrease stereotyping of a particular cultural group. Thus, multicultural education ideally can help individuals and communities value and preserve their own cultural uniqueness, and also encourage our multicultural society to value and preserve itself.

7
"Does Multicultural Education Belong in Rural White America?" Aram Ayalon. *Rural Educator*, Vol. 16(3), Spring 1995, pp. 1-6.

Examine ways in which multicultural education goals and strategies are relevant to rural school reform and revitalization, considering rural school characteristics, social and economic trends in rural areas, and rural culture and attitudes.

8
Doing Our Homework: How Schools Can Engage Hispanic Communities. Andrea B. Bermudez. Charleston, WV: Appalachia Educational Laboratory, 1994. 92 p.

This document suggests as the population of Hispanic children continues to grow so does the need for their educational attainment. This can be enhanced by active parental involvement. Schools are now recognized as social institutions connected to the community. Provides many suggestions for educators working in the multicultural setting. Major concentration in on LEP or limited-English proficient parents and how they can make an impact on their child's life.

9
Integrating Mexican-American History and Culture Into the Social Studies Classroom. Kathy Escamilla. ERIC/DIGEST, Digest EDO-RC-92-5. Charleston, WV: Appalachia Educational Laboratory, September 1992. 2 p.

This document points out that the integration of Mexican-American culture is seen as a task which encompasses the total school environment. Teachers and administrators need to be aware of the complexities of incorporating another culture into its curriculum. Suggestions include teacher education, creating a healthy school climate to foster diversity, and having accurate and representative materials reflecting the culture and history. Available free from ERIC/CRESS.

10
"Media Magic: Automating a K-12 Library Program in a Rural School District." Helen Adams. *Emergency Librarian*, Vol. 21(5), May-June 1994, pp. 24-29.

Describes how a library resource center engineered an automation process in a small rural area. Topics included: 1) long-range planning; 2) retrospective conversion for online

catalog; 3) library automation software vendors; 4) financing; 5) telecomputing; 6) computer literacy training; and 7) professional development.

11
"Mexican Immigrants in High Schools: Meeting Their Needs." Harriet Romo. *ERIC DIGEST*, Digest EDO-RC-92-8. charleston, WV: Appalachia Educational Laboratory, March 1993. 2 p.

Lack of literacy skills in Spanish, limited English language, and high rates of mobility present difficult instructional problems especially for secondary schools with students from Mexico. The typical programs used in these schools include ESOL classes, bilingual progrms that teach courses in the sudents' native languge, and newcomers' schools which teach cultural and academic adjustments of immigrant students. While important, these programs have certain weaknesses which need to be addressed.

12
Multicultural Education: Issues and Perspectives. 3rd ed. James A. Banks and Cherry A. McGee Banks. Bothell, Washington: University of Washington, 1997. 446 p.

Offers a comprehensive view of multicultural education designed to help teachers address the needs of students from various social classes, religions, ethnic and cultural groups, and of both genders. This new edition includes five new chapters and seven new authors; a *Multicultural Resources Appendix* provides a comprehensive list of titles.

13
"Multicultural Sensitivity: It's More Than Skin Deep." Lynn A. Manfredi-Petitt. *Young Children*, Vol. 50(1), November 1992, pp. 72-73.

The author contends that part of helping children develop positive self-concepts is to try to make educational settings become true celebrations of option and choice. You can increase the level of appreciation of diversity and sensitivity by allowing a child to choose a toy to play, for example, with and by eliciting and celebrating the various solutions to problems that children may offer.

14
Preparing Special Educators To Work with Culturally and Linguistically Diverse Exceptional Learners: A Rural Case Study. Jack Mayhew and others. 1996. 10 p. ERIC Doc. No.: ED394772.

The University of Utah designed a series of American Indian specialization courses for teachers to include cultural awareness, nonbiased assessment, and development of strategies to benefit Native American students with disabilities. Taking the classes via distance delivery and offering summer classes on campus were major incentives for participation. Includes a special education teacher's reflections on the first year of teaching at a school on the Navajo Nation.

15
"Referral, Assessment, and Placement Practices Used in Rural School Districts with Native American Students in Special Education." Hal.L. Gritzmacher and S.C. Gritzmacher. *Rural Special Education Quarterly*, Vol. 14(1), Winter 1995, pp. 11-19.

A survey was developed to investigate the referral, assessment, and placement practices used with rural Native American students in northern Minnesota. Overall, there was greater satisfaction regarding the placement procedure by non-Indian specialists than by the Native American specialists who were involved. There appeared to be a cultural bias inherent in

assessment and achievement instruments, and proportionately more minority students,in this case Native American children, are placed in special education classrooms than are non-minority students.

16
"The Rural Special Education Project: A School-Based Program That Prepares Special Educators to Teach Native American Students." Greg Prater, Susan Miller, and Sam Minner. *Rural Special Education Quarterly*, Vol. 15(1), 1996, pp. 3-12.

Selected University students, both Anglo and Native American, work with Native American children and their families in a remote reservation area. The students, supervised by an on-site instructor, are given practical classroom experience and also experience almost total immerssion in the Navajo culture. Recommendations are made for similar programs based on this successful one.

17
Rural Teachers, Students Learn To Value Diversity. Jacqueline D. Spears. *Rural Clearinghouse Digest*. Manhattan, Kansas: Kansas State University, Vol. 2, No. 1, December 1994.

Multicultural education is important in rural schools because these schools are mong the most and least ethnically diverse. Pilot projects in eight rural schools in Washington and Arizona demonstrate the different community contexts in which multicultural reform can act. The schools included two with growing Hispanic poulations, three American Indian schools and two primarily Anglo schools. Teacher and student exchanges between different types of schools, staff development, parent involvement were part of the project, as well as opportunities to increase multicultural awareness and making all students feel a valued part of the school.

18
Teaching in a Diverse Society. Herbert Grossman. California: San Jose State University, 1995. 416 p.

Designed to help teachers succeed with the diverse group of students attending schools in the U.S. The focus is on African Americans, Asian Pacific Americans, Hispanic and Native Americans, immigrant and refugee students, migrant and homeless students, and students who have been adversely affected by gender bias. This text examines the educational disparities and their causes that these types of students are apt to experience in the educational process, and suggests specific ways for teachers to help eliminate inequities in the students' education.

19
Thorough and Fair: Creating Routes to Success for Mexican-American Students. Alicia Sosa. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1993. 69 p. ERIC Doc. No.: ED360116.

Recommends ways to eliminate institutional barriers to equity and excellence in education. This book includes information about such issues as dropout rates, reading and math attainment levels of this population as well as current immigration patterns. Improving staff development, minority teacher recruitment, and how to involve parents in the education process are also covered.

20
The Use of Native Language Models in the Development of Critical Literacy." Gloria Dye. *American Indian Culture and Research Journal*, Vol.18(3), 1994, pp. 211-33.

Many American Indian students are alienated from formal education when they find disparities and conflicts between the oral language they use in their communities and the language they need to use in written academic discourse. Lakota college students were empowered by using a language model which fuses community-based language competencies and essayist literacy.

At-Risk Student

1
Collaborating To Enhance Resilience in Rural At-Risk Students. Mary K. Finley. Paper presented at Conference in Savannah, Georgia, March 11-13, 1993. 10 p. ERIC Doc. No.: ED358995.

This paper stresses collaborative community prevention strategies aimed at high-risk children. Local change efforts, local intervention, local strategies, and local collaborative arrangement are the tools for nourishing protective factors in the family, school, and community.

2
Cultivating Resilience: An Overview for Rural Educators and Parents. Mary Finley. ERIC DIGEST, Digest EDO-RC-94-5. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. 1994. 4 p.

This publication reviews the terms, "at-risk" and "high-risk", which are questioned in relation to student education. It suggests that educators and policymakers are encouraged to think of students not as failures, but as success stories. This source examines an alternate way of thinking about school children and suggests ways for rural communities to eliminate the negative stereotypes associated with "at-risk" students. Available free from ERIC/CRESS.

3
"Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community." Bonnie Benard. *Educational Leadership*, Vol. 51 (3), November 1993, pp. 44-48.

Students at high-risk for dropping out of school or any number of negative influences are examined. Some ways to alleviate or prevent problems associated with high-risk factors include strengthening families, schools, and communities and encourage students to actively participate in various events. Mentoring and cooperative learning are also mentioned as having a positive effect. Labeling children as "high-risk" is considered unproductive and creates a vicious cycle.

4
"Risk, Resilience, and Protection." Eleanor Guetzloe. *Journal of Emotional and Behavioral Problems*, Vol. 3(2), Summer 1994, pp. 2-5.

The topic of resilience in children is discussed. In this case referring to children who, when faced with difficult lives are still able to remain competent into adulthood. Discussion includes characteristics of resilience, environmental factors, and teaching resilience. Geared toward educators, both special and regular, in an attempt to identify how children at risk continue to remain confident and successful against many odds. Several reasons include mentor support, encouraging creativity, and collaborative programs.

5
Teaching At-Risk Students: A Quality Program in a Small Rural High School. Pauline V. Hodges. Paper presented at the National Conference on Creating the Quality School, Oklahoma City, OK, March 25-27, 1993. 11 p. ERIC Doc. No.: ED360131.

An Oklahoma High School teacher describes her experiences about using an integrated language arts teaching curriculum to help at-risk students become more proficient in all language areas. This approach suggests that secondary students can become better readers if they are exposed to a comprehensive learning environment in which to foster reading, writing, listening, and speaking skills.

6

You Can't Look Forward to Tomorrow, While Holding on to Yesterday: Rural Education and the At-Risk Student. Larry D. Dorrell. Paper presented at the Annual Conference of the National Rural Education Association, Burlington, Vermont, October 16, 1993. 43 p. ERIC Doc. No.: ED367518.

Rural America, like urban America, faces problems with crime, drugs, unemployment, poverty, inadequate health care, teenage pregnancy, suicide, etc. At least 30 percent of children in the United States are at risk and educationally disadvantaged. Early intervention is essential to break the cycle. The school with a smaller student population usually has a better opportunity to provide the individual attention needed by at-risk students. Rural educators, building on this advantage, can offer at-risk students encouragement and a positive attitude to help them achieve.

Special Education

1

"Administrators' Perceptions of Teaching Competencies for Rural Minority Group Children With Exceptionalities." Richard F. Rodriguez. *Rural Special Education Quarterly*, Vol. 13(3), Summer 1994, pp. 40-44.

A needs assesssment survey was undertaken involving principals, counselors, and special education directors, to establish a competency-based program for training those serving bilingual children with disabilities. The results indicate a need to change the present training of personnel who deal with this unique group.

2

"Attracting and Retaining Special Educators in Rural and Small Schools: Issues and Solutions." June C. Lemke. *Rural Special Education Quarterly*, Vol. 14(2), Spring 1995, pp. 25-30.

Common problems are mentioned, followed by successful strategies used by some school districts to try to recruit and keep special educators in rural and small schools. Paramount to recruitment is to reach graduates making career decisions, to stress the benefits of teaching in rural areas such as one-on-one teaching, greater possibility for community involvement, and a less stressful environment There should be a campaign to encourage of students already living in rural areas to consider teaching in the same or similar area. Ongoing orientation and training, mentoring, using telecommunications technology for communication with others, and giving real financial incentives, are all possible factors to help retain special education staff.

3

"Developing Local Multidimensional Screening Procedures for Identifying Giftedness among Mexican American Border Population." Elba I. Reyes, and others. *Roeper Review*, Vol. 18(3), February-March 1996, pp. 208-11.

A projects responded to the need for culturall relevant alternatives ti existing asssesssment practicess in identifying giftedness amont rural Mexican Americans. Using multidimensional and holistic procedures, students showed similar cognitive and performance profiles to those identified using traditional methods.

4

"Meeting the Needs of Children With Emotional Problems in a Profoundly Rural Area: A Preventive Model." Landa J. Iverson. *Rural Special Educaion Quarterly, Vol. 13(3)*, Summer 1994, pp. 26-30.

The Wyoming Department of Education and the University of Wyoming teamed up to organize a summer institute designed to provide regular education teachers with the theory, concepts and techniques that would allow them to work with emotionally disturbed studens with "prevention" in mind. The program wass designed to enable teachers in isolated areas to work with emotionally disturbed children reducing the number of referrals to special education programs and other needed services. For additional information on the program, contact Steve Harlow or LaMont Johnsson, College of Eduction, University of Nevada, Reno, NV 89557-0029

5

"Montana's Big Sky Country: A CSPD Runs Through It!." Mary Susan E. Fishbaugh. *Rural Special Education Quarterly*, Vol. 14(4), Fall 1995, pp. 3-8.

Educators in Montana, as in other rural states, suffer from professional isolation, inadequate funding/resource, and few professionaal development opportunities. Yet Montana's strong development of its Comprehensive System of Personnel Development (CSPD) applied to special education services throughout the state provides a model for other rural states to consider.

6

"Participation of Rural Students With Disabilities and Rural Gifted Students in Open Enrollment." Thomas J. Delaney, Cheryle M. Lange, and James E. Ysseldyke. *Rural Special Education Quarterly*, Vol. 14(3), Summer 1995, pp. 31-35.

Data analysis was conducted on 82 surveys completed by rural parents of students with disabilities or who are gifted and who took advantage of open enrollment in other districts for their children. Demographic information, sources of information, and reasons for transfer were tallied. Conclusions showed that most of the students using open enrollment have a learning or a speech disability, parents most often received information about open enrollment possibilities from the news media, and most parents chose enrollment in other school districts because they believed their child's special education needs are better met. In addition, the perceived effectiveness of specific teachers was an important reason for transferral.

7

"Potpourri of Resources to Tap Gifted Education in Rural Areas." Luise Savage and Judy Werner. Proceedings of the Annual National Conference of the American Council on Rural Special Education, Austin, Texas, March 23-26, 1994. 7 p. ERIC Doc. No.: ED369601.

Discusses the problems faced by rural educators in providing gifted students with appropriate educational support. Includes problem areas such as small numbers of gifted students, limited resources and funding, difficulty in finding trained personel, and differences in cultural values. Explores program options such as developing gifted programs in regional centers and community problem solving activities. Recommendations include ongoing training for teachers of gifted students and making use of available technology such as distance learning, telecommunications, and networking. Available through Eric Document Reproduction Service (EDRC) 1-800-443-3742. Fax: 703-440-1408.

8
"Promise for the Future Gifted Education in Rural Communities." Shirley Aamidor and Howard H. Spicker. *Rural Special Education Quarterly*, Vol. 14(2), Spring 1995, pp. 39-46.

The criteria that rural schools use to identify gifted and talented students are examined. The authors suggest that different and particular procedures be used to identify rural gifted children who are disadvantaged, just as they are used with disadvantaged children from specific cultures. Additionally, it is recommended that curriculum intervention, in order to increase identification of gifted rural studentss, may include using the resources and talents of rural communities, and computer technology to link rural communities with other people and places.

9
Rural America: Where All Innovtions Begin. Diane Montgomery, ed. Conference Proceedings of the American Council on Rural Special Education, Savannah, Georgia, March 11-13, 1993. 509 p. ERIC Doc. No.: ED358980.

This conference proceedings contains 60 conference papers and presentations on rural special education, disabled and at-risk students, multicultural education, alternative funding for special programs, and related matters. Alternative certification programs in special education and the recruiting and retaining of special education teachers are also included.

10
"Rural Students With Low Incidence Disabilities: Recommended Practices for the Future." Joan Sebastian and John McDonnell. *Rural Special Education Quarterly*, Vol. 14(2), Spring 1995, pp. 31-38.

Some of the recommended practices for teaching students with severe and multiple disabilities are: such students should be part of a wider school environment with opportunities to interact with others; educators use a curriculum-based on the actual demands of living and working in the community; transdisciplinary teams share expertise and help develop an integrated education program for each student. Results of Utah's efforts to disseminate recommended practices to its rural areas for the past ten years were studied. It was found that the development of a systemwide approach allowed Utah to better utilize limited resources. Improvements need to be made for better communication with other experts in the field, and inservice training, through the use of new technologies such as long distance learning and networking systems

11
"Service Delivery to Culturally and Linguistically Diverse Exceptional Students in Rural School Districts." Jozi De Leon and Jack Cole. *Rural Special Education Quarterly*, Vol. 13(4), Fall 1994, pp. 37-45.

There are not enough teachers who are trained in bilingual special education in many rural school districts to address the needs of culturally and linguistically diverse exceptional students (CLDE). Further, educational diagnosticians and speech language pathologists (SLPs) may not take into acount language and cultural factors when placing students in special programs, causing a misdiagnosis. The authors suggest that special educators be trained in cultural and language areas while the bilingual and English as a second language (ESL) teachers are trained in exceptionalities in order to provide better service.

12
"Special Education for Students with Disabilities" -- Special Issue. Richard E. Behrman, ed. *The Future of Children*, Vol. 6(1), Spring 1996. 175 p.

This special issue is devoted to the subject of special education and students with disabilities. Contents include nine articles on: Analysis and Recommendations; Legislation and Litigation History; Identification and Assessment; Learning Disabilities; Transition from School to Work; Financing Special Education; Children in Special Education; The Effects of Medicaid on Insurance Coverage. An Appendix selects Federal Programs Serving Children with Disabilities.

13

"Special Education in Rural Areas: Validation of Critical Issues by Selected State Directors of Special Education. Final Report." Joy Hicks. Alexandria, VA: National Asssociation of State Directors of Special Education, 1994. 19 p. ERIC Doc. No.: ED378767.

State directors agreed that the most prevalent issues include: recruitment and retention of personnel; transporation; students with limited English language; poverty; geographic isolation; declining economies and unemployment; poor fiscal management; and parent involvement. Additional financial support was the most common recommendation.

14

"Technology and Rural Special Education: Models and Methods for Preparing Teachers". Linda P. Thurston and Joan Sebastian. In *Rural Goals 2000: Building Programs that Work*, 1996. 10 p. ERIC Doc. No.: ED394768.

This paper presents three models that employ technology to prepare personnel to serve rural children with disabilities. The Department of Special Education at the University of Utah developed a model for delivering teacher education at a distance utilizing telecommunications technology; Kansas State University developed electronic delivery of an internship course required for certification in special education, requiring students to have Internet access and distance communication with instructors and classmates; KSU also developed a series of multimedia training modules about child and family issuess. .

15

"The Training and Support Needs of Paraprofessionals in Rural Special Education." Perry D. Passsaro, and others. *Rural Special Education Quarterly*. Vol. 13(4), Fall 1994, pp. 3-9.

Almost fifty percent of teachers and administrators surveyed in Wyoming, North and South Dakota reported a shortage of paraprofesssionals in special education, while half of these also reported high turnover rates. The main problems identified by paraprofessionals were poor administrative support, low salary, lack of respect, and especially the lack of opportunity to advance. Since more paraprofessionals are in demand than are available, solutions need to be found. Some solutions would be to upgrade ongoing training, identify the job role and requirements, and to certify paraprofessionals. Opportunities for programs that would allow upward mobility include using instructional technology to work towards a fully certified special educator, are other options.

16

"Urgently needed Culturally Diverse, Rural Special Education Teachers." Mary Savelsbergh. *Rural Special Education Quarterly*, Vol. 13(3), Summer 1994, pp. 22-25.

A new model to recruit culturally diverse individuals to serve rural special education students is urgently needed, as America's classrooms (in the late 1980s) are showing increases in minority populations while the teacher candidate pool is increasingly white. Studies are cited which reveal that minority

students benefit when the teacher is a member of the same minority group.

17
"Vocational Education for Students with Special Needs in Rural America: Problems and Solutions." Jay W. Rojewski. *Rural Special Education Quarterly,* Vol. 12(3), Summer 1993, pp 8-17.

Despite the unemployment in rural areas, consolidation of resourses and better access to vocational programs by students with disabilities through technology, a focus on helping students become job creators rather than simply job applicants, and networking with other rural educators, business and industry, comunity leaderss, and community colleges, can all brighten the future for rural youth with disabilities.

TECHNOLOGY

1
"Bringing High Tech to the Heartland." Linda P. Thurston, Diane McGrath, and Darla Stone. *Journal of Rural and Small Schools*, Vol. 5(2), 1992, pp. 18-23.

Most rural schools provide limited access to computer technology. To address this problem, a year-long project at Kansas State University in the College of Education, provided seventeen middle school teachers with computer skills through a variety of distance learning methods.

2
"Educational Technology: Perspectives of the 90's and Beyond." Barbara A. White. *Proceedings*, Joint Region Program Committee Meeting. Southern Rural Development Center Publication No. 179, January 1994, pp. 15-22.

The author, looking toward the 21st century, defines educational technology as "the application of computer and communications technologies as an educational resource or tool to facilitate teaching, learning, and research." In particular, the Cooperative Extension System needs to assure public access to information and distance learning opportunities at the community level, as the focus in education shifts from "distribution" to "access" of information.

3
"Enriching Adolescent Lives." Marian H. White. *Schools in the Middle*, Vol.4(2), November 1994, pp. 9-12.

Families are seen as an important component in the student learning process. This article indicates that students have a greater sense of worth in their education when partnerships are formed and when communities are directly involved in childrens' lives. These skills, aimed at computer equity for boys and girls, were used in developing classroom activities . Participation by students seemed to have widened their vision and encouraged them to see computers as important to their futures. Similar programs may assure that rural students will better keep up with their more urban peers.

4
"Rural Schools and the Internet: Providing an "On/Off Ramp" to the Information Superhighway of the 21st Century." Bruce O. Barker and others. *Rural Research Report,* Vol. 6(4), Winter 1994-95. 10 p.

This article addresses the development of computer networks in Illinois schools as a positive educational trend. The Internet provides students and teachers with accesss to the following: (1) networking through worldwide electronic mail and distribution lists; (2) numerous databases nd electronic bulletin boards through which users can exchange informaion; (3) collaborative investigation of problems and issues and ability to share products across geographic and political boundaries; and (4) resources ranging from curricula to the best classsroom activities. Students in even the smallest schools may have the same opportunities as those in larger schools. This article discusses equipment needs and costs of using the Internet.

5
"The Use of the Internet by Math and Science Teachers: A Report on Five Rural Telecommunications Projects." John M. Rogan, Comp. Paper presented at the Annual Meeting of the American Educational Research

Association, San Francisco, CA, April 18-22, 1995. 43 p. ERIC Doc. No.: ED384509.

The results of five projects using telecommunications and the Internet to foster the renewal of math and science eduction in rural education are discussed. There were three positive themes: exhilarating experiences of having accesss to unlimited information, overcoming isolation, and a sense of excitement and renewal. Frustrations and barriers are discussed.

6
"Using a Strategic Plan to Promote Technology in Less Wealthy Rural School Districts." James H. VanSciver. *T.H.E. Journal, Vol. 22(2)*, September 1994, pp. 72-73.

Describes a *down-to-earth* approach to a strategic plan to bring technology into a Delaware school, using concrete way to find funding and providing workshops for change for personnel. Some of the achievements are reviewed.

JOURNALS

It is often essential to have access to literature written by professional educators, administrators, and others dedicated to educating students. These periodicals represent some of the best sources for anyone interested in student education, including an up-to-date phone listing for more information about each publication.

American Educational Research Journal
American Educational Research Association
1230 17th St., NW
Washington, DC 20036-3078
202-223-9485
FAX: 202-775-1824

American Journal of Education
University of Chicago Press,
Journals Division
Box 37005
Chicago, IL 60637-1603
773-753-3347
FAX: 773-753-3347

Appalachian Journal
Appalachian State University
Center for Appalachian Studies
Boone, NC 28608
704-262-4072
FAX: 704-262-2553

Appalachia
U.S. Appalachian Regional Commission
1666 Connecticut Ave, N.W.
Washington, DC 202335
202-884-7770
FAX: 202-884-7682

Basic Education
Council for Basic Education
1319 F St., NW Suite 900
Washington, DC 20004-1106
202-347-4171

Comparative Education Review
University Center for International Studies
Comparative and International Education
Society
University of Chicago Press, Journals Division
Box 37005
Chicago IL 60637
773-702-3347
FAX: 773-753-0811

Country Teacher
National Rural Education Association
230 Education Bldg.
Colorado State University
Fort Collins, CO 80523-1588
970-491-7022
FAX: 970-491-1317

Democracy and Education
Institute for Democracy in Education
Education Bldg.
Ohio University, College of Education
313 McCrackin Hall
Athens, OH 45701-2979
614-593-4531
FAX: 614-593-0177

Education Funding News
Education Funding Research Council
4301 Fairfax Drive, Suite 875
Arlington, VA 22203-1627
703-528-1000
FAX: 703-528-6060

Education Grants Alert
Capital Publications, Inc.
1101 King St., Suite 444
Alexandria, VA 22314
703-683-4100
FAX: 703-739-6501

Educational Horizons, International Office
Pi Lambda Theta, Inc.
Box 6626
Bloomington, IN 47407-6626
812-339-3411
FAX: 812-339-3462

Educational Technology: The Magazine for Managers of Change in Education
Educational Technology Publications, Inc.
700 Palisade Ave.
Englewood Cliffs, NJ 07632
201-871-4007
1-800-952-BOOK
FAX: 201-871-4009

Hands On: A Journal For Teachers
Foxfire Fund, Inc.
Box 541
Mountain City, GA 30562
706-746-5828
FAX: 706-746-5829

Human Services in the Rural Environment
Eastern Washington University
Inland Empire School of Social Work and Human Services
Cheney, WA 99004
509-359-6474

Innovator
University of Michigan, School of Education
E. & S. University Aves
Ann Arbor, MI 48109
313-763-4880
FAX: 313-763-4062

Journal of Cooperative Education
Cooperative Education Association, Inc.
8640 Guilford Rd., Suite 215
Columbia, MD 21046-2615
410-290-3666
FAX: 410-290-3084

Journal of Instruction Delivery Systems
Society for Applied Learning Technology
Learning Technology Institute
50 Culpepper St.
Warrenton, VA 20186
540-347-0055
FAX: 540-349-3169

Journal of Rural Community Psychology
California School of Professional Psychology
1350 M St.
Fresno, CA 93721
209-486-8420
FAX: 209-486-0734

Learning Disability Quarterly
Council for Learning Disabilities
Box 40303
Overland Park, KS 66204
913-492-8755

Mathematics Teacher
National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091
703-620-9840
FAX: 703-476-2970

Media & Methods: Educational Products, Technologies and Programs for Schools and Universities
American Society of Educators
1429 Walnut St., 10th Fl.
Philadelphia, PA 19102
215-563-6005
FAX: 215-587-9706

National Rural Education News
National Rural Education Association
230 Education Bldg.
Colorado State University
Fort Collins, CO 80523-1588
970-491-7022
FAX: 970-491-1317

Partnership Progressions
National Association of Partners in
Education, Inc.
901 N. Pitt St., Suite 320
Alexandria, VA 22314
703-836-4880
FAX: 703-836-6941

Reading Teacher
International Reading Association, Inc.
800 Barksdale Rd.
Box 8139
Newark, DE 19714-8139
302-731-1600
Fax: 302-731-1057

Resources in Education Annual Cumulation
Education Resources Information Center
4041 North Central Ave., No. 700
Phoenix, AZ 85012-3397
602-265-2651
FAX: 602-265-6250

Rural Development Perspectives
US Department of Agriculture
Economic Research Service
1303 New York Ave NW, Room 208
Washington, DC 20005-4788
202-219-4060
800-99-6779

The Rural Educator
National Rural Education Association
230 Education Bldg.
Colorado State University
Fort Collins, CO 80523-0001
970-491-7022
FAX: 970-491-1317

The Rural Sociologist
Rural Sociological Society
Texas A & M University
c/o Rabel J. Burdge
Institute for Environmental Studies
University of Illinois
1101 W. Peabody Drive
Urbana,IL 61801-4723
217-244-8759
FAX: 217-333-8046

Rural Sociology
Department of Sociology
Rural Sociological Society
c/o Rabel J. Burdge
Institute For Environmental Studies
University of Illinois
1101 W. Peabody Drive
Urbana,IL 61801-4723
217-244-8759
FAX: 217-333-8046

Rural Special Education Quarterly
American Council on Rural Special Education
New Mexico State University
Box 30001/Department 3SPE
Las Cruces, NM 88003-0001
505-646-6812

OTHER RESOURCES /ORGANIZATIONS

This current listing is divided into organizations interested in rural education, educational equality and regional educational laboratories. These helpful contacts provide current information on a variety of related topics. Included are agencies and organizations at the national, federal, and regional levels.

Agency for Instructional Technology
P.O. Box A
Bloomington, IN 47402-0120
812 - 339-2203
800 - 457-4509
FAX: (812) 333-4218
E-mail: ait@aitinet
Internet: http://www.aitnet/

Association for Educational Communications and Technology
1025 Vermont Ave. NW, Suite 820
Washington, DC 20005
202 - 347-7834
FAX: 202 - 347-7839
E-mail: aect@aect.org
Internet: http://www.aect.org/

Association for Experiential Education
2305 Canyon Blvd., Suite 100
Boulder, CO 80302
303 - 440-8844
FAX: 303 - 440-9581
E-mail: info@aee.org
Internet:
http://www.princeton.edu/~rcurtis/aee.html

Center For Rural Education and Small Schools
Kansas State University
College of Education
126 Bluemont Hall
1100 Mid-campus Dr.
Manhattan, KS 66506
913 - 532-5886
FAX: 913 - 532-7304
Internet:
www.educ.ksu.edu/organizations/centers/cress/cressmenu.html

Cooperative Education Association
11710 Beltsville Dr., Suite 520
Beltsville, MD 20705
301 - 572-CEA9
FAX: 301 - 572-3916
Internet: http://www.antioch.edu/~co-op/socs/cea.html

Council for Educational Development and Research
2000 L St. NW, Suite 601
Washington, DC 20036
202 - 223-1593
FAX: 202 - 785-3849
Internet: http://www.cedar.org/

Council for Exceptional Children (CEC)
1920 Association Dr.
Reston, VA 20191-1589
703 - 620-3660
FAX: 703 - 264-9494
E-mail: cec@cec.sped.org
Internet: http://www.cec.sped.org

Creative Education Foundation
1050 Union Rd.
Buffalo, NY 14224
716 - 675-3181
FAX: 716 - 675-3209
Internet: http://www.cef-cpsi.org/

Distance Learning Resource Network (DLRN)
(Star Schools Dissemination Project Funding)
Far West Laboratory for Educational Research and Development
730 Harrison St.
San Francisco, CA 94107
415 - 241-2737
800 - 662-4160
FAX: 415- 241-1746
E-mail: lrognie@fwl.org
Internet: http://www.fwl.org/edtech/dlrn.html

Education Funding Research Council
4301 North Fairfax Dr., Suite 875
Arlington, VA 22203-1627
703 - 528-1000
FAX: 703 - 528-6060

Educational Research Service
2000 Clarendon Blvd.
Arlington, VA 22201
703 - 243-2100
FAX: 703 - 243-8316

ERIC/CRESS (Clearinghouse on Rural Education and Small Schools)
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325-1348
800 - 624-9120
Fax: 304-347-0487

Institute for Distance Education
University Blvd. & Adelphi Rd.
College Park, MD 20742-1662
301 - 985-7777
FAX: 301 - 985-7845
Internet: www.ael.org/_eric.htm

Minnesota Rural Education Association
1001 East Mt. Faith
Fergus Falls, MN 56537
CONTACT: Ms. Vermae Hasbargen
218 - 736-4787
FAX: 218 - 739-2459

Megaskills Education Center of the Home and School Institute, Inc.
Special Projects Office
1500 Massachusetts Ave., NW
Washington, DC 20036
CONTACT: Dorothy Rich, President
202 - 466-3633
FAX: 202 - 833-1400
E-mail: hsidra@erols.com
Internet: www.megaskillshsi.org

National Association for Multicultural Education
PO Box 9657
Arlington, VA 22219
703 - 243-4525

National Center for Research on Cultural Diversity and Second Language Learning (Service of Center for Applied Linguistics)
1118 22nd St. NW
Washington, DC 20037
202 - 429-9292

National Clearinghouse for Bilingual Education
1118 22nd St. NW
Washington, DC 20037
Information Specialist
202 - 467-0867
800 - 321-6223
FAX: 202 - 467-4283 or 800 - 531-9347
Email:ASKNCBE@NCBE.gwu.edu
Internet: http://www.ucbe.gwu.edu

National Coalition of Advocates for Students
100 Boylston St., Suite 737
Boston, MA 02116
617 - 357-8507
FAX: 617 - 357-9549

National Coalition for Sex Equity in Education (NCSEE)
1 Redwood Dr.
Clinton, NJ 08809
908 - 735-5045
FAX: 908 - 735-9674

National Committee for School Desegregation
Rm. 510 Administration Bldg.
21st St. South of the Parkway
Philadelphia, PA 19103
215 - 299-7672
FAX: 215 - 299-8940

National Dropout Prevention Center/Network
Clemson University
College of Health Education & Human Development
205 Martin St.
Box 345111
Clemson, SC 29634-0726
CONTACT: Dr. Jay Smink, Exec. Dir.
864 - 656-2599
800 - 443-6392
FAX: 803 - 656-0136
Email: ndpc@clemson.edu
Internet: http://www.dropoutprevention.org/

National Future Farmers of America (FFA)
5632 Mt. Vernon Memorial Hwy.
P.O. Box 15160
Alexandria, VA 22309-0160
703 - 360-3600
FAX: 703 - 360-5524 or 703 - 780-4396
Internet: ADD:http://www.FFA.org

National Information Center for Educational Media
P.O. Box 8640
Albuquerque, NM 87198-8640
505 - 265-3591
800 - 926-8328
Fax: 505 - 256-1080
Internet: http://www.nicem.com

National Reading Conference
122 S. Michigan Ave., 11th Fl.
Chicago, IL 60603
Judith Burnison, Exec. Dir
312 - 541-1272
Email: NRC@SMTP.BMAI.com
Internet: http://www.iusb.edu/nedud/eleed/nrc/nrcindex.html

National Rural and Small Schools Consortium
c\o National Rural Development Institute
359 Miller Hall
Western Washington University
Bellingham, WA 98225
206 - 676-3576
FAX: 206 - 657-4845

National Rural Education Association (NREA)
c/o Joseph T. Newlin
Colorado State University
Fort Collins, CO 80523-1588
970 - 491-7022
FAX: 970 - 491-1317
Email: jnewlin@lamar.colostate.edu

National School-To-Work Learning and Information Center
400 Virginia Ave., Rm. 210
Washington, DC 20024
800 - 251-7236
FAX: 202 - 401-6211
E-mail: stw-lc@ed.gov
Internet: http://www.stw.ed.gov

Parents in Touch (a two-day conference)
901 North Carollton Ave.
Indianapolis, IN 46202
CONTACT: DiLynn Phelps
317 - 226-4134

Reading is Fundamental
600 Maryland Ave. SW, Suite 600
Washington, DC 20024
Ruth P. Graves, Pres.
CONTACT: Dr. William E. Trueheart
202 - 287-3220
FAX: 202 - 287-3196
Internet: http://www.si.edu/RIF

REAL Enterprises
Chicopee Complex
125 Idlywood Dr.
Athens, GA 30605
706 - 546-9061

United States Distance Learning Association
Shelley Portway
Director of Operations
510 - 606-5160
FAX: 510 - 606-9410
E-mail: shelley@usdla.org

ORGANIZATIONS FOR EDUCATIONAL EQUALITY

The emphasis on multiculturalism has received considerable attention. Rural schools need to be prepared for the continuing influx of students and families from differeent cultural backgrounds. As people from different cultural backgrounds move to rural areas they need assurance that their children are entering schools prepared to work with their children.

Desegregation Assistance Centers

Center for Educational Equity
Mid-continent Regional Educational Laboratory
2550 S Parker Rd., Suite 500
Aurora, CO 80014
CONTACT: Shirley McCune, Director
303 - 337-0990
FAX: 303 - 337-3005
States served: CO, MT, ND, SD, UT, WY

Desegregation Assistance Center
Interface Network, Inc.
4800 SW Griffith Dr., Suite 202
Beaverton, OR 97005
CONTACT: Miguel Valenciano, Director
503 - 644-5741
FAX: 503 - 626-2305
States served: AK, HI, ID, OR, WA, American Samoa, Guam

Mid-Atlantic Equity Consortium
Mid-Atlantic Center
5454 Wisconsin Ave., Suite 655
Chevy Chase, MD 20815
Sheryl Denbo
301 - 657-7741
FAX: 301 - 657-8782
States served: DE, DC, MD, PA, VA, WV

Midwest Desegregation Assistance Center
Kansas State University
401 Bluemont Hall
Manhattan KS 66506
CONTACT: Charles Rankin
913 - 532-6408
FAX: 913 - 532-7304
States served: IA, KS, MO, NE

Programs for Educational Equity
University of Michigan
School of Education
1033 School of Education Bldg.
Ann Arbor, MI 48109
CONTACT: Percy Bates
313 - 763-1229
FAX: 313 - 763-1229
States served: IL, IN, MI, MN, OH, WI

Schools for Quality Education, Inc.
Kansas State University
College of Education
124 Bluemont Hall
913 - 532-5886
Internet:
http://www.educ.ksu.edu/Organizations/Center/SQE/

Southeastern Desegregation Assistance Center
Southern Education Foundation
8603 S Dixie Hwy., Suite 304
Miami, FL 33143
CONTACT: Gordon Foster
305 - 669-0014
FAX: 305 - 669-9808
States served: AL, FL, GA, KY, MS, NC, SC, TN

Southwest Center for Educational Equity
Southwest Regional Laboratory
4665 Lampson Ave.
Los Alamitos, CA 90720
CONTACT: Harriet Doss Willis
213 - 598-7661
FAX: 213 - 985-9635
States served: AZ, CA, NV

REGIONAL EDUCATIONAL LABORATORIES

Appalachia Educational Laboratory
Rural, Small Schools Program
P.O. Box 1348
Charleston, WV 25325-1348
CONTACT: Harman Hobart
800 - 624-9120 (outside WV)
(800) 344-6646 (in WV)
304 - 347-0400 (local)

Far West Laboratory for Educational Research and Development
Rural Education
730 Harrison St.
San Francisco, CA 94107
CONTACT: Stanley Chow
415 - 565-3000

Mid-Continent Regional Educational Laboratory
Rural Education
2350 S. Parker Ave., Suite 500
Aurora, CO 80014
CONTACT: Rich Rangel
303 - 337-0990

North Central Regional Educational Laboratory
1900 Spring Rd., Suite 300
Oak Brook, IL 60521-1480
708 - 571-4700
FAX: 708 - 218-4989

Northwest Regional Educational Laboratory
Rural Education
101 SW Main St., Suite 500
Portland, OR 97204
CONTACT: Steve Nelson
503 - 275-9500

The Regional Laboratory for Educational Improvement of the Northeast and Islands
Rural, Small Schools Initiative
300 Brickstone Square, Suite 950
Andover, MA 01810
CONTACT: R. Michael Mayo
508 - 470-0098

Southwest Educational Development Laboratory
Rural Education
211 East Seventh St.
Austin, TX 78701
CONTACT: Preston Kronkosky, Pres.
512 - 476-6861
508 - 470-0098
FAX: 512 - 476-2286

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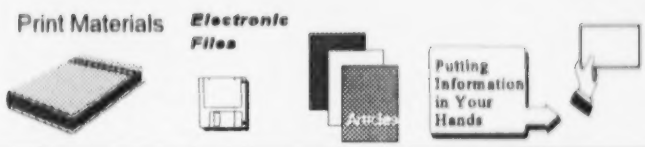

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Send Requests to:

Postal Mail: USDA, National Agricultural Library
Document Delivery Services Branch, PhotoLab
10301 Baltimore Ave., NAL Bldg.
Beltsville, Maryland 20705-2351

FAX: 301-504-5675
Ariel IP Address: ariel.nal.usda.gov
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